1. Proposed Citation

For sustained commitment to inspiring, challenging and mentoring academics to teach with activity-centric pedagogies and the latest learning technologies to enrich the student experience.

2. Summary

In Support of Excellence … it's all about the Students: For most of my working life, I have been a pioneer, innovative, an individual who can generate good ideas and someone who can transfer vision to others. In 2003 when I applied for my current job, my career objectives were: *"To research and pioneer effective virtual learning communities and help them meet their stated objectives. I would like to help people develop their potential and fulfill their destiny through deep, life-long learning. I intend to stay on the edge of the revolution in education and information management. I will develop and apply the latest learning design strategies to build creative curriculum, which when delivered, will provide life changing educational opportunities for those participating."* Nine years later nothing has changed.

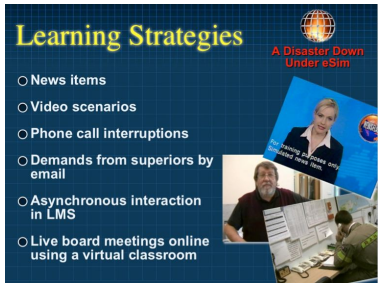
As I look back, I believe I have used my strengths to consistently reach my career goals. I have always aimed to support the teaching faculty, to help them increase student engagement, enrich the student experience and achieve better learning outcomes. For years I have joked with academic staff, that my success is measured by " not only making them look good, but by them teaching well and getting excellent student evaluations." I have been a silent partner in helping some very skilled and gifted teachers achieve citations, awards and grants, at both university and national levels.

At the University of Adelaide, I am part of an elearning team that has never aimed to produce output itself for use in learning and teaching, but rather to inspire and equip the teaching faculty to do it for themselves. My job is to transfer skills and vision and show academics alternative ways to interact with their students and improve learning outcomes.

3. Statement addressing criteria: Scholarly activities and service innovations that have influence and enhanced learning and teaching

One concept that I find resonates with academics is the "Continuum of Shift" that I developed with a colleague in the USA. I use it to help teachers understand how to move from content-centric teaching to activity-centric teaching, from "teacher-centric" to "student-centric". Every pedagogical approach and supporting technology that I introduce and teach is designed to empower the student to effectively engage and build knowledge. I endorse a social constructivist approach that is about showing both teachers and students that more is achieved if they build knowledge together. I don't interact with the students; to them I am invisible. Instead, I aim to transfer my vision and skills to the teachers. When they implement my ideas to enrich the student experience, I have done my job.

Scenario-based Learning: The New Instructional Design: One of the most memorable initiatives of my time here at the University Adelaide commenced with coffee in 2004. Ms. Sheila Kavanagh OAM, a lecturer from the School of Nursing began to share her desire to never again have burns nurses experience a disaster without adequate planning. Sheila's Order of Australia was earned in the 2002 Bali Disaster, where she learned first-hand the huge impact a lack of planning could have during a horrific terrorist attack. So, we brainstormed the question: What is the best way to train people for such an emergency? At the time I was collaborating online with Dr Randall Kindley from the USA, exploring Scenario Based Learning. Randall, a pioneer in this new form of instructional design, offered to help us develop an experience to immerse burns nurses in the disaster planning for burns patient care.



We commenced the planning sessions in the Discipline of Nursing and I was the sounding board, facilitator, and learning designer. Sheila was the subject matter expert and we spent many hours developing scenarios for an immersive learning experience we called "Disaster Down Under". It was truly authentic curriculum development and at times we needed breaks to release the adrenaline build-up as Sheila re-lived the horrors of Bali. One highlight was when I sold Channel Nine on the idea of providing free of charge video clips of simulated newsbreaks, so realistic they had to be labeled "training purposes" to avoid any "War of the Worlds" style public responses to fictionalized media broadcasts.

Ms. Jill Clausen, Clinical Lecturer from the School of Nursing, who has run the eSim for a number of years, reports it has now run seven times since 2004. Jill reports that students comments have always been positive.

However, the best feedback came from Margaret Conaglen, a NZ student who was doing the eSim when an earthquake hit Christchurch in 2010: *"I wanted to let you know how often I thought about the "Disaster Down Under eSim" and how incredibly relevant it has been to the situation here at the hospital over the past week. Just about everything covered in the eSim played out here - including rapid patient transfers, mis-communication, gaining extra dressing supplies, sneaky media and staff burn out avoidance. The only difference of course was no burn injuries – just lots of trauma. I have to say our hospital did an amazing job and our ward coped very well."*

The success of eSims and situational learning as a pedagogy, made it possible for me to invite Dr. Randall Kindley to the University of Adelaide in 2005 to teach Scenario-based Learning to a wide audience from all

three educational sectors K-12, VET and HE. This subsequently led to a successful application for $100,000 in joint funding for situational learning from the University's Learning and Teaching Development Grant Scheme and the Faculty of Engineering, Computing and Mathematical Sciences. This funded an initiative to develop an online situational learning cluster across the University and to promote further online role-play simulations and scenario-based learning. Meanwhile myself and the Situational Learning team from here and the USA, were presenting on the subject nationally and internationally via online webinars and conferences e.g. 2004 Illinois Online Conference, 2005 Uni. of London.

Interactive Learning Modules (ILMs) - Moving Teaching Paradigms:

The story begins in 2007 when I developed a poster with Dr. Ian Green from Researcher Education, called "Just in Time Teaching (JiTT) revisited: Using e-assessment and rapid elearning to empower face-to-face teaching". We presented this poster at ASCILITE in Singapore. But I never realized the far-reaching changes this research was going to have on learning and teaching at the university.

I built this pedagogy and methodology into the curriculum of the Post Grad Cert. in Online Learning in which I was teaching. There I met Ms. Sophie Karanicolas and Ms. Cathy Snelling, Senior Lecturers in the School of Dentistry who were students. I soon realized their passion for their students, so I challenged them with:

"What if I could take 30-40% of your face-to-face lecture content and package it up and deliver it to your students using elearning technology, would you be interested? But wait there's more! What if I could add formative assessment and then diagnostic assessment as well and then get the results back to you 'just in time' so you know what they know, as well as what they don't know and you can change what you teach them face-to-face so you achieve better learning outcomes… now would you be interested"? Their answer began a journey that has made history at the University of Adelaide.

It is now 2008 and I am in a room with 10 students and I am asked: *"Please do not tell anybody who said this OK?"* said the student opposite. *"I have signed a confidentiality agreement, so I promise"* was my reply. There was some nervousness in the room now as the student continued, *"I have to ask; please, please, get Sophie and Cathy to ask Professor (name withheld) and Doctor (name withheld) to teach like this, I would learn so much more".* There were very positive confirmations coming now from all the other students; this was not the first time I had heard such comments. This was the second year in a row of facilitating post-course focus groups for Sophie and Cathy. The request was the same for two years, with two different student cohorts and at least four different academics named. We were getting some clear signals about student need.

Since the Interactive Learning Modules (ILMs and also referred to as Interactive Online Learning Modules IOLMs), were implemented by Sophie and Cathy in 2008, there has been a significant rise in student engagement. Without the leverage of graded assessment, there has been a 95% completion rate of each class of 36 students, whereas some studies indicate online completion rates are often as low as 40-50%. I have included the qualitative data that has been collected on the students' views between 2008-10 via formal student feedback surveys and focus groups, as well as unsolicited emails.

Table 1: Qualitative results for ILMs from a sample of student feedback systems from Students in the BOH

Formal student feedback surveys	• *I felt I had access to the tutors in my own home* • *I was able to pause the ILM to reflect on fantastic analogies I will never forget* • *ILMs are a convenient and valuable learning resource…. they help me to understand the topic better before the lecture* • *Having visual and auditory resources helps reinforce the message more effectively*
Unsolicited student emails	• *Just wanted to say I really enjoyed the ILM! I think it's a great way to learn things!* • *I have just finished the online learning module for connective tissue - it was great!* • *Have to say, loving this interactive online learning. If I don't understand something, I can pause, read up on it and follow the rest easier :)*
An analysis of results from student focus groups conducted from 2008 – 2010.	• *A more efficient learning environment - students felt that they learnt better than traditional approaches* • *Improved students' engagement to the point where they were discussing content outside of class* • *The dialogue of two lecturers was lively and entertaining, underpinned by their ability to provide effective explanatory images and metaphors.* • *Opportunity to access the ILMs 'on-demand' and at a time that suited their schedules on or off campus* • *Asynchronous availability of their facilitators, through online collaborative dialogue embedded in ILMs* • *Opportunity for students to attend the f2f session with the same level of understanding, arming them with the confidence and underpinning knowledge needed to engage in the application and integration of their conceptual understanding in the classroom environment* • *Identification and reinforcement of key concepts in both the online and f2f experience* • *Ability to contextualise and make sense of their learning through both independent reflection and collaborative peer group learning.*

Sophie and Cathy embraced Just in Time Teaching (JiTT) and under my mentoring they began building ILMs and in 2010 together they won the Team Teaching Award for the Stephen Cole the Elder Prize for Excellence in Teaching and the Vice-Chancellor's teaching prize. I introduced them (and the rest of the University) to the rapid elearning deployment software called Articulate and they have been making ILMs ever since with great success. Students have responded positively to this style of teaching and it is reflected in improvements in their grades.

Sophie and Cathy report, *"Using comparative assessment metrics, the class average for the final exam has increased slightly from 67% in 2007, pre IOLMs, to an average of 72% from 2008-2010 post IOLMs. However, the most significant impact has been witnessed in the student progression rates. The failure rate pre IOLMs for semester 2 exam was 15% in 2007, decreasing to an average of 6% between the years of 2008-2010 and possibly signifying that the IOLMs have made the biggest impact on those students who have traditionally struggled with the content."*

Students report they now find the harder parts of the course, (topics such as neurology, embryology, histology) much easier. JiTT and ILMs are the methods Sophie and Cathy have used to turn it around in the minds of the students. Another indicator of the success in a student's perception of a pedagogical approach is when they come to the teacher and ask to use the same approach to present their research assignments for grading. Students now are using ILM's as well as the teachers… to a learning designer that is quite a success indicator.

About the same time Sophie and Cathy were pioneering ILMs, Professor Holger Maier, from the School of Environmental and Mining Engineering (EME), was in our online team office as we were working on the Mekong eSim, a highly awarded role-play esim. I shared the JiTT concepts and introduced him to Articulate software and explained how I saw it working. Holger went back to his office, purchased the software the same day, then worked night and day to build 25 ILMs. He pulled all the content out of his course, re-packaged in it this way and turned his course into Problem Based Learning (PBL).

I really didn't appreciate the impact these events have had on the Faculty of Engineering Computer and Math Sciences (ECMS) until Associate Professor Mark Jaksa, also from EME, recently described to me how Holger's introduction of JiTT and Articulate to his colleagues within the Faculty changed his own teaching: Describing me as a "plutonium atom", Mark says that *"In terms of a nuclear reaction leading to systemic change from both Allan and Holger, I, too, have 'seen the light', which has encouraged me to incorporate both of these aspects in my teaching & courses. Some pilot work, which I undertook last year, resulted in very positive feedback from the student body, where more than 80% of the students felt that the Articulate-based modules improved their learning".*

In early July, 2011 Mark was advised that he and some like-minded colleagues from around Australia have received a $199,000 ALTC grant to develop this JiTT/Articulate-based concept to effect systemic change in soil engineering laboratory classes in Australia and globally. I am proud to be part of the project team, helping them ensure that they deliver quality outcomes.

However, the final word on JiTT and ILMs is from the students of the Bachelor of Health course on a YouTube video. In this video, the students describe how much they

appreciate ILMs, how they consolidate the knowledge with Checkpoints (short frequent formative quizzes) and they reinforce the key concepts. Another says they build self-confidence and they want the majority of their lectures as ILMs. A great final comment is – *"they work for me"*.

LAMS: The future of Student Centric Learning Design: If you consider the "Continuum of Shift" applied to learning management systems, at one end you have a content-centric tool like Blackboard, then you find Moodle in the middle, and at the other, activity-centric, end you have LAMS, which is being used for interactive learning sequences and constructivist design in teaching. "LAMS is not really a LMS as such, it integrates with both Moodle and Blackboard and provides teachers with a highly intuitive visual authoring environment for creating sequences of learning activities. These activities can include a range of individual tasks, small group work and whole class activities based on both content and collaboration" (LAMS website). I believe this is the most useful tool for developing strong pedagogy in learning design HE has available. And when I tell people in workshops "it is Learning Design, not for dummies, but time strapped academics", I usually have their attention.

I discovered this wonderful new software platform in 2005 and have been tracking its development ever since. In June 2011, I developed a workshop entitled "It's All About the Students". Forty academics attended and agreed with me about the importance of the students, and many committed to pilot the pedagogies and technologies I recommended using the Learning Activity Management System (LAMS). With the help of a visiting LAMS expert from Macquarie University (home of LAMS) we actually ran two workshops 3 weeks apart and launched a pilot.

Of the 40+ academics that attended the first workshops about 35 wanted to start using LAMS immediately. We could only accept 10 into the pilot for the rest of 2011.

From this pilot Associate Professor Mike Keller of the School of Agriculture Food and Wine reported back to his students: *"Your responses indicated that the use of innovative teaching techniques was effective. Out of 57 comments that mentioned LAMS directly or indirectly, 44 were favorable and 13 were either unfavorable or equivocal. Overall, your participation in the trial gave me encouragement to use it again."*

Ms. Tanya Wittwer, Lecturer in Public Health, also used LAMS with 280 students in 4 practicums, and reported that, *"the students were very positive about using the LAMS sequence, with the most common comment being that it provided an interactive experience and was easy to use. Many also said it was fun."*

The results in the pilot were all positive and I'm thrilled our leaders have captured the vision and the University has now adopted LAMS campus wide. I am leading the rollout project and am excited that the academics, who want to improve the student experience through strong learning design, have a practical tool they can use.

4. Statement of influence and recognition of impact

I have been very successful in an ambassadorial role for the University internationally in the field of technological learning spaces that promote student centeredness. I have been a keynote speaker at Blended Learning 2009, UQ Brisbane a national learning and teaching conference and have had a high profile presence at many conferences in the USA, Singapore and UK. e.g. Podcasting EDUCAUSE 2005 and ASCILITE 2006 to 2010 and MACWORLD's 2008 to 2010 I have lectured/presented at such universities as London, Tennessee, Regent, Spring Arbor and the Uni. of the Pacific San Francisco. As well in the last 9 years I have participated in and presented to over 50 webinars to colleagues in the USA and around the world.

The success of my model of educational podcasting has enabled me to achieve Apple Distinguished Educator (ADE) status from Apple themselves and in 2007 I was profiled on the Apple website in an article called "Breaking with Tradition: Profiles in Success, University of Adelaide".

I have interviewed over 150 academics from many universities around the world on how technology has changed the way they teach. This has not only helped other universities appreciate our leading edge work in elearning, but has also led to some valuable collaborative efforts and invitations to run seminars and workshops in specialized areas such as using iPads for Higher Education across Australia, New Zealand, Singapore UK and the USA. I am also thrilled to have been chosen as one of the 200 fortunate ADE's to attend the highly competitive ADE Global Institute in Cork Ireland during July 2012. There we will be developing interactive ePubs, digital media and building iTunesU sites.

I measure my success by the success of those I help. I inform them of best practice, encourage them to innovate and empower them with the technologies and support they need to succeed. When someone like Associate Lecturer Clinton Kempster from the School of Dentistry acknowledges my contribution to help him "push the envelope" by saying, *"You have been fundamental in providing me with the motivation, knowledge, tools, confidence and evidence to show that we can and should challenge ourselves to look at new ways to teach and engage"*, this confirms to me "job done"!

I was honoured to be the inaugural recipient in 2011 of the University of Adelaide Award for Excellence in Support of the Student Experience, the University's premier professional staff award. As part of that application process I have created an ePortfolio website which has an online form called "Let's Collaborate" There I outline my learning and teaching initiatives at the university, my current research focus and seek collaborative interest. I use this page to gather participant feedback when I present using an inductive approach – there is a lot of interest!

I am deeply appreciative of Sophie and Cathy's comments regarding my award application. *"It is important that people like Allan Carrington are acknowledged as forming a significant part of the very fabric of the university. At times his zealous approach to his work can mystify and even unsettle more conservative colleagues, but without his exuberant, passionate and relentless contribution, the University of Adelaide would be the poorer. It's the Allan Carringtons of the world that makes us think "could I be doing this more effectively with better outcomes for my students?"*

Mark Jaksa also supported my application with this statement: *"Allan has effected enormous, positive systemic change at the University of Adelaide and one cannot overstate his immense contribution. I liken him to a plutonium atom, which sparks a nuclear chain reaction. From his energy, enthusiasm and considerable expertise emanates the encouragement for others to explore new learning and teaching paradigms and technologies. Allan gently encourages his 'disciples' to 'dip one's toe' into this technological pool or that pedagogical pool, with the guarantee that "the students will love you for it."*

Oh Yes One More Thing: If that were said at MACWORLD, San Francisco USA, 50,000 people would scream and shout almost uncontrollably. Steve Jobs would be about to release a game-changing device like the iPhone or iPad – he is famous for leaving the best to last. Mine is not that exciting. Of course Mark Jaksa also has one more thing: *"Allan is a not-so-small, big-hearted, generous and enthusiastic plutonium atom making a huge and positive contribution to the learning and teaching space at this university. It would be an injustice to ignore his contribution".*

It is up to others to assess the justice in my application, but whatever the result I will go on sharing the message of this YouTube video "Teach Different" (1.16 mins). I reflect on its message regularly and it still inspires after hundreds of viewings. Recently I made a special version in memory of Steve Jobs and I embed this video into as many presentations and teaching opportunities as possible and hope this is my legacy to the teaching faculty, and of course indirectly to the students. My "one more thing" is my hope that I am remembered as one of those crazy ones.

For a multimedia PDF of this application, click here (19mb).